



Special Educational Needs POLICY

Issue No 21

Date: 11.2.15

Purpose

This policy has been developed to meet the special needs of our pupils and recognises that all pupils have individual needs. It provides a framework for the ongoing development of best practice in meeting pupils' SEN and is linked to the School Development Plan.

This policy accepts the definition of SEN as set out in the Code of Practice (2014)

Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims

This policy aims to support staff in the identification and assessment of pupils' needs and in the provision and monitoring of appropriate teaching and learning programs, ensuring that there are equal opportunities for all pupils and that they have a voice regarding their provision and progress.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs. This is so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

Responsible Persons

The 'responsible person' for SEN is the Head teacher, Mrs Anita Barker.

The person co-ordinating the day to day provision of education for pupils with special educational needs is the school SENDCo – Miss Jo O'Loughlin, who is on the Senior Leadership Team. Miss O'Loughlin has the required National Award for Special Educational Needs.

The role of the SENDCO -

The responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- contributing to the management of learning support assistants
- overseeing the records of all children with special educational needs

- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- supporting groups of children as regularly as possible.
- Monitoring teachers planning and IEPs through the regular monitoring of work schedule.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Scott Lower School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Education, Health and Care Plans and those others with less significant problems.

Access to the Curriculum

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or the Nurture group. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may be having difficulties.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information will be transferred to the current setting.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, staff will look carefully at all aspects of a child's performance in different subjects. This is to establish whether the problems they have in the classroom are due to limitations in their understanding and use of the language or arise from special educational needs.

All important contact details and all necessary information are regularly updated and kept on file in the School Office. Any Care Plans highlighting a child's specific medical condition and how to manage it are displayed in the Staff Room.

We will ensure physical access arrangements, access to ICT across the curriculum, flexible learning pathways and out of hours activities.

The National Curriculum, or Early Year Foundation Stage Curriculum for Foundation Stage children, will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources, including the Nurture group in Key Stage 1, before drawing on external support.

The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENDCO will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Identification and Assessment – a graduated response

Identification of children with special educational needs will be undertaken by all staff through the SENDCO and the appropriate records will be maintained. Records will be developed through a process of continuous assessment and observation by the class teacher as part of their class teacher responsibilities. Pupils requiring specific intervention will be identified by the Headteacher, SENDCO and Class Teachers in Pupil Progress Meetings and appropriate interventions will be put in place.

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice.

The graduated response for children identified at SEN Support Stage

The school offers a differentiated curriculum. A pupil who fails to make progress and show signs of difficulty in some of the following areas: acquiring literacy and numeracy skills; presenting persistent behaviour, emotional and mental health difficulties; sensory or physical problems; communication or interaction difficulties. This may be identified during the Pupil Progress meetings or through general classroom practice. At this stage the class teacher will register initial concerns about a child in comparison with their peer group. Teachers will continue to monitor the child for a time and then consult with the SENDCO in order to decide appropriate action and interventions to be put in place; this will be recorded on the Provision Map.

If the child makes progress then no further action will be taken but if there are still concerns then they will be moved onto the SEN register. The support provided at SEN Support, that is additional to and different from the differentiated curriculum, will be recorded through a Provision Map and Pupil Passport and will be provided in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behaviour support programmes
- Use of specialist equipment
- Alternative teaching strategies

Parents will be informed and pupils will be involved in decisions taken at this stage.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate outside support services.

If a child continues to make progress and is in line with their peers, so they do not have a difficulty significantly greater than their peers, they will be removed from the SEN register but may still be monitored in school through the Provision Map to ensure continued progress.

Pupil Passports/ Individual Education Plans (IEPS)

Strategies employed to enable the child to progress will be recorded within a child friendly Pupil Passport, previously known as Individual Education Plans (IEPs).

The Pupil Passport will include information about:

- Information about the child
- Strategies that support the child
- Short term targets set for the child
- Progress towards the targets

- Review date and information
- Next steps for the child

The Pupil Passport will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three individual targets that match the child's needs and have been discussed with the child and the parents. A child will require a Pupil Passport if they are identified at SEN Support stage. The Pupil Passport will be reviewed at least three times a year and parents' views on their child's progress will be recorded. Wherever possible, the child will also take part in the review process and be involved in setting the targets. Views of all support staff involved with the child will also be sought.

Education, Health and Care Plans

If progress is still not achieved despite support and specific Pupil Passport targets, the child may be assessed, bearing in mind the LA guidance, with a view to initiating an Education, Health and Care Plan. The appropriate forms will be used for recording and referral as necessary.

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. Evidence may be presented to the LA to suggest that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists. They may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is to such an extent to require the LA to determine the child's special educational provision through a Education, Health and Care Plan and provide additional funding.

The progress of children with an Education, Health and Care Plan will be reviewed annually, as required by legislation.

Regular liaison is maintained with the following external agencies -

- Educational Psychology Service
- Autistic Spectrum Team
- Behaviour Support Service (BSS)
- Child Adolescent Mental Health Service
- Early Years Team
- Health Service

Staff Development

In-service training needs related to special educational needs will be identified by the Head teacher and SENDCO, in consultation with the staff and will be incorporated into the staff development plan.

Working with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

Parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Pupil Passports. Steps will be taken to involve pupils in decisions which are taken regarding their education.

The Role of the Governing Body

Named SEN Governor is Kevin Dawe

The Governing Body of Scott Lower School must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' – the head teacher or the named governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and efficient use of resources

Evaluating Success

This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' Pupil Passport progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Consultation with parents
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2014.

Equal Opportunities

This policy meets all of the latest statutory requirements and enables SEN pupils to engage in all activities with pupils who do not have SEN.

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

